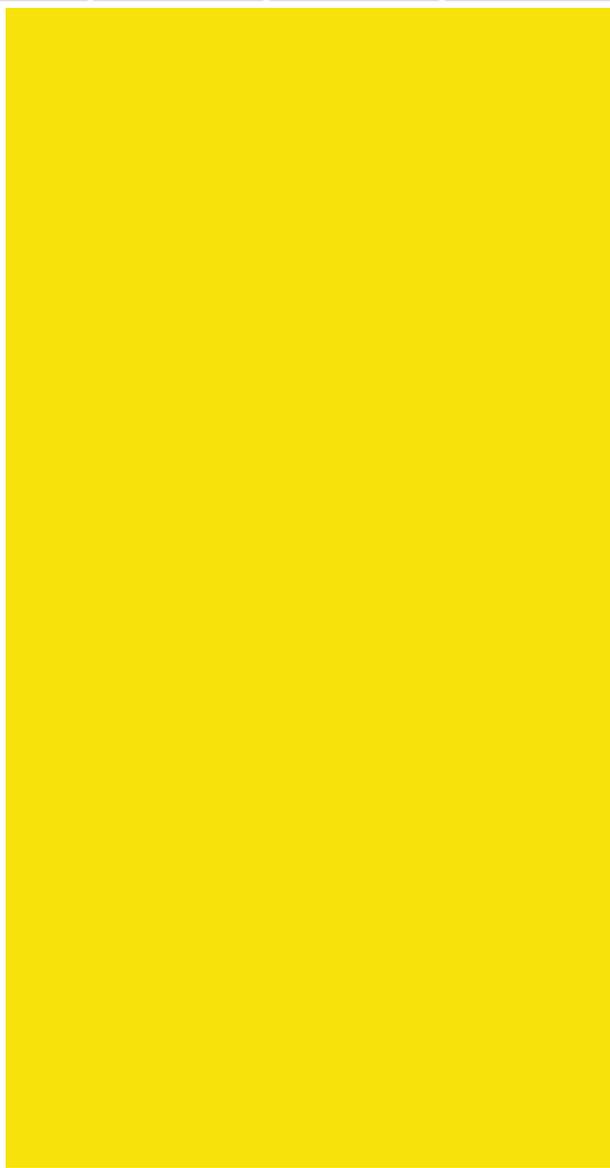


Erasmus project K219 WALKING THE LINE

2017-2019 Part I



Erasmus+

INDEX

Introduction
The trekkings
Languages (English and national languages)
ICT skills about contents of hiking
Trekking for future
Skills in all curriculum
Students Key competencies
EU dimension
Conclusion

INTRODUCTION

WALKING THE LINE is an Erasmus+ project created by schools from Catalonia (Spain), Germany, Italy, Romania, and Lithuania. It focuses on the multiple educational possibilities offered by historical paths, hiking trails and other outdoor activities associated with hiking.

Our aim is to prepare, plan, and use the routes to achieve the following objectives with students:

1. To practice physical activity in an outdoor setting (hiking/trekking in each country).
2. To get them involved in outdoor activities, as well as develop knowledge and respect for nature and their natural habitat and surroundings.
3. To improve basic skills related to new technologies and the English language.
4. To increase the acquisition of long term healthy habits.
5. To overcome socio-economic disadvantages, by integration and inclusion (keeping students motivated and discouraging them to drop out of school early).
6. To develop a deep understanding of history and answer questions about the present by engaging with the past. They have the potential to spark curiosity and to engage students with the dilemmas, choices and beliefs of people in the past.
7. To develop their sense of European citizenship.

In this project every school prepared a trekking route in their own country based on one major historical topic or event. This trekking route had to include extensive historical and political facts and needed to be explained in detail. In addition, different tasks (maps, food, drinks, clothes, information) were researched and presented by different groups of students in order to expand on the historical context of the project. All of the schools shared in the sports and cultural/historical heritage activities with their partner institutions and their local communities. Students developed equally important skills highlighted by this project by continuously utilizing language skills (English and national languages) and increasing ICT skills related to hiking, map reading and physical fitness. Hence, the project got our students engaged in creative and athletic outdoor activities in areas of Europe with very deep roots, historical values and traditions.



THE TREKKINGS

This is description and experience in each country

The route chosen by the Catalan school was the ROUTE OF EXILE. This route focuses on the time after the Spanish civil war. Students hiked the same route that a lot of exiled people took in 1939 in order to escape the Franco regime.

Route 8 km

Difficulty easy/ 3 hours

From La Vajol/ Spain to Les Illes /France

Spain

The itinerary chosen was in accordance with the project motto. It followed the communication routes between the communist Partisan groups from 1947-1958 from the north of Valcea county and the Southern Carpathians, specifically the Cozia peak.

In Ocnele Mari there was a forced labor camp, Ocnele de Sare, where they were sent to work if they were convicted for opposition to the communist regime.

The route is about 8 km long and was covered by the group of students in about 4.5 hours, including explanatory moments of the guide.

The route was of medium difficulty.

Romania

The Battle of the Teutoburg Forest (also known as the Varian Disaster/Disfatta di Varo in Italian)

Route in total : 226 Kilometers

Our route with students: Path 8 - Externstein/Hermann Heights Trail

Difficulty: Easy/Moderate 4 - 6 hours circa 13 kilometers

Students hike parts of the Teutoburg Forest, the general location of the final battle between Romans soldiers and Germanic tribes (namely the Cherusci, Marsi, Chatti & Bructeri) in 9 AD. The Battle of Varus took place in this area and changed the course of European history by defeating the Romans.

Germany



Hiking "Partisans Battle Paths" Route 15 km. Difficulty: Easy/Moderate 7-8 hours.

Students hike parts of the "Tauras " partisans district. The hikers visited a collection of partisans' bunkers, soviet bunkers and the graves of members of the Tauras partisan district. Also included in the hike was a memorial built by a German private citizen in honor of German soldiers that died in Lithuania during World War 1.

You get an impression of our hike by clicking here:
<https://www.youtube.com/watch?v=W7F1TMq5Dv4>

Lithuania

The itinerary chosen for hiking by "Matteo Raeli" Noto School includes the paths the Anglo-American allies walked, after landing onto the Sicilian coasts, in particular in the south east coast from Portopalo di Capo Passero, Vendicari nature reserve up to Casibili, where the armistice was signed, and eventually to Avola.

As for the hiking to "Monte Finocchito", it is inland and it was chosen because the German army took refuge at the top of the site hidden in the bunker called "casematte", in order to control the whole southern coast.

Italy

EDUCATIONAL POSSIBILITIES OFFERED BY HIKING

The main educational are:

- PE : Training for route
- History : Spanish Civil War, and the connections to World War II
- Geography : The Pyrenees and their surroundings
- Literature : All countries read one poem in Antonio's Machados grave, one symbol for Exile in Spain and fight for freedom
- Philosophy : Commemoration in Walter Benjamin's grave in Portbou: he was an exiled German-Jewish philosopher who committed suicide during WWII in order to escape the Nazis the night before being captured on his last attempt to escape imprisonment and certain death

Spain



-
- Hiking allowed the accumulation of various information
 - The students learned about the ancient fortress of the tribe of Duros, the branch of the Dacian people, who built the fortress of Buridava in this area
 - Awareness of the role of anti-communist resistance in taking down the totalitarian regime
 - Together they visited Ocna de Sare, the city of Ramnicu Valcea with its monuments, especially medieval cult sites and the Monastery of a wood

Romania

PE: Hiking (cardiovascular)

- History: Battle of Varus (circa 9 AD) Roman occupation of ancient Europe
- Geography: Teutoburg Forest and Surrounding rock formations
- Literature : Poems from Julius Kober the German Hiking Youth Society of the Teuto-burg Forest
- Music: Famous Hiking Songs and Traditions in Germany, classical music dedicated to the forest : Richard Wagner / The European Hymne by Ludwig van Beethoven
- Art & Architecture: The Hermann Monument and the surrounding cities /monuments
- Philosophy: War? What is it good for? New boundaries in ancient Europe
- German: German Romantic Poems related to forests and nature (Goethe, Shiller). Folk traditions in the forest: Hansel and Gretel, Wilhelm Grimm

Germany

-
- History: Lithuanian partisans battles for independence and I and II World wars
 - <https://www.youtube.com/watch?v=h5rQFp7FF9c&t=16s>
 - Biology: knowledge of plants and nature
 - PE: Training for route, trekking rules and equipments
 - Geographic: Lowland Areas in Lithuania (Suvalkija)

Lithuania



- Philosophy: War? Why? Occupy again? Visiting the War museum in Kaunas
- Literature: J. Brazaitis, „Vienų vieni“ according to this book a film is made. <https://www.youtube.com/watch?v=cupg6UOxXI4&t=21s>
- Music : partisans and patriotic songs
- Philosophy, Ethical, Historical - Occupation??? Because of them we have 3 capitals. We visited the historical centers of the 3 capitals: Trakai of medieval times - Kaunas between World War I and World War II and our capital Vilnius
- Art & Architecture - visited Marijampole and localities

- History: II World War local history and the anglo-american allies landing onto the south-eastern sicilian coasts: Portopalo di Capopassero, Noto, Avola , Siracusa coasts; this event was called “Husky operation 1943”: it resulted in the defeat of the German army as well as the liberation of the Italians from the Fascist regime of Mussolini

- <https://www.youtube.com/watch?v=geovZE7CUTc>
- P.E. Trekking; its history, trekking rules and equipments: https://walkingtheline-ka2.weebly.com/uploads/9/1/6/8/9168218/hiking_equipment.pdf
- Trekking to “ Finocchito Mountain”, in “ Avola antica” and in “Vendicari natural reserve”
- Biology: Mediterranean Flora and Fauna found in the protected area of “ Vendicari reserve”: <https://www.youtube.com/watch?v=pMLLX5aWR7g>
- Literature: war poets and poems: Giuseppe Ungaretti
- Music: traditional Sicilian and Italian songs/singer: <https://www.youtube.com/watch?v=BhggMasWEKM>
- The european Anthem: <https://www.youtube.com/watch?v=tdtpN0yl9B4>

Italy

CULTURAL/HISTORICAL HERITAGE WITH THE PARTNER INSTITUTIONS

In the route of exile our collaboration was with: La Jonquera Museum, La Vajol town hall, Colliure, an artist community and town and Machado’s tomb. Portbou Walter Benjamin material

Spain



-
- We visited the historical center of the Romanian capital, Bucharest
 - Visiting the Parliament achieved two objectives: the first being the presentation of the students how the fundamental institution of the Romanian democracy works, the second, that this huge building was built as a model of the repressive communist regime, as a pharaonic construction, a reflection of the cult of the personality of the communist leader Nicolae Ceausescu
 - In the Romanescu Park we organized a tourism orientation contest in which mixed teams identified the main natural and historical attractions - the water lilies' reservation, the Suspended Bridge, the Castle
 - The local history of Oltenia, Craiova but also of Romania, was made known to the students through a visit to the Oltenia History Museum

Romania

The Hermann monument near Detmold, the city of Munster including the Cathedral, University and the Town Hall where in 1648 the first European Peace Treaty was signed to end the Thirty Year War.

Germany

Old Vilnius (Unesco heritage), Kaunas Castle ,old town and War museum in Kaunas, Trakai Castle, historical center Marijampole.

Lithuania

- "The Tonnara of Vendicari", whose origin is of Arab nature, it used to be a fishing Tuna fishing of Vendicari stopped with the landing of the allies during the Second World War

- The " Museo dello sbarco "in Catania. This museum recalls the battles fought by the Allies and the Axis soldiers to help the sicilians to get free from Nazi fascist troup

Italy



ORGANIZATIONS

- The route of Exile: La Jonquera Museum
- Centre Excursionista de Cornellà
- Ajuntament de Cornellà

Spain

- Ocnele Mari City Hall
- Infotourism - Ocnele Mari has provided the local hiking guide
- Dolj County Council
- History Museum
- Art Museum
- The Parliamentary Cabinet - provided the guide for the Romanian Parliament

Romania

Munster City Tour Guides. Detmold musician from the Detmold School of Music, Daniel Wahren, The City Council of Gütersloh, Park Inn restaurant and lounge in Bielefeld, local newspaper "The neue Westphalia", diverse transportation services, Parks and Recreation Services in the Land of Lippe and Eastern Westphalia, The Hiking Society of the Teutoburg Forest. The Teutoburger Forest Association, Gütersloh City Hall and the Office of the Mayor.

Germany

Lithuanian Rifle-men Union, Kalvarijos hikers club, Marijampole Municipality, Marijampole TV, representatives of the regional press "Suvalkietis", Republican education portal "Švietimo naujienos".

M. Lukšiene Education Center, Mantinga Food, UAB support of snacks.

Angelma, UAB discount for transport. <https://www.accorhotels.com/gb/hotel-9570-mercure-marijampole/index.shtml> - Hotel Mercure in Marijampole discount for partners accommodation.

Lithuania



The trekking on "Finocchito Mountain" took place on this spot with the collaboration of the association "Operazione Husky 1943". The members of this association, who are all of them volunteers, wearing the army uniforms simulated a moment of fighting against the nazi enemy soldiers; they also put on display some photos and documents related to this event.

Italy



LANGUAGES

English and national languages

English, Spanish and Catalan mainly. (French and German also)

Spain

English, Romanian , Italian, Spanish, French

Romania

German, English, Spanish, French

Germany

English mainly and some Italian, Lithuanian , Spanish, German, Russian, Polish

Lithuania

English mainly. Italian, Spanish, French

Italy

LANGUAGE SKILLS

Grammar, writing, expression and oral skills in English, Catalan, Spanish mainly (also French and German).

Spain



Oral skills in Italian, Spanish and English. Students' materials in english - expression, grammar.

Romania

Grammar, writing, expression and oral skills in English/Spanish/German.

Germany

Grammar, writing, expression and oral skills in English, in German, in Spanish, in Italian.

Lithuania

Writing articles for local newspaper,essays,summaries, text for digital presentations,strengthening linguistic functions such as: giving instructions, advice,plans,asking questions using all verbal tenses, acquiring vocabulary on trekking, on natural science. Improving speaking and listening skills for interacting with peers.

Italy



ICT SKILLS

About contents of hiking

GPS and APP related to hiking.

Spain

Google Maps, GPS, hiking Apps.

Romania

Geo - Caching, GPS coordinate gadgets, Apps related to hiking, Google Maps.

Germany

GPS, google maps, Apps, geocaching, orientation activities, smart bracelets.

Lithuania

GPS, Google maps, hiking Apps.

Italy



TREKKINGS FOR FUTURE

The route of Exile:

- All students ages
- Sant Ramon hiking 12 years aged
- Montjuic hiking 11 years aged
- Collserola trekking 14 years aged
- Montserrat Trekking 15 years aged

Spain

Themes of future hikes - resistance to oppressive regimes:

- The Danube, the barrier or the escape gate
- Fagaras, mountains of the great anti-communist resistance
- A Romanian gulag: the camps in the Danube Delta

Romania

-
- Schobketal - Eiserner Anton Loop from start - all ages
 - Schildische Viadukt - Überlauf an der Talbrücke Loop from An der Propstei 12-14 years
 - Klosterruine am Jostberg - Kirche am Joster Loop from Brackwede - Pilgrim Path/Philosophy and Faith 14-16 years
 - Adlerwarte Berlebeck - Bird Watching Trail 10-12 years

Germany



-
- Hiking along the Neris River. 12- 14 years aged
 - Kulgrinda hiking trails, Telsiai County. 14 -16 years aged
 - Duksta River Cognitive Walkway. 10-14 years aged
 - Hike in Lithuania around the UNESCO Heritage Site. (Location: Vilnius. Kernave Mounds, Kernave). 10-16 years aged

Lithuania

-
- Trekking on "Mount Finocchito". 16 -17 years old students
 - Trekking through "Vendicari Natural reserve"; 14 - 17 years old students
 - Trekking on "Avola Antica". 16 - 17 years old students
-

Italy



SKILLS IN ALL CURRICULUM

PE , History, Geographic, Literature, Philosophy, Arts , Music.

Spain

History, ITC, Geography, Music, Dance, Foreign Languages.

Within the curriculum differentiated with the theme History of Romanian Communism, we have introduced a chapter that reflects the walk through the anti-communist places.

In the ITC students will make short films with aspects related to the history of Romanian resistance. These will be the product of their own travel experiences.

Romania

PE, German, English, Art, Music, Philosophy, Computer Science, Geography, History, Politics, Biology.

Germany

ITC- digital competence , Learning :History , Politics, Philosophy, Geographic, Arts, Biology, Literature. Foreign Languages - linguistic competence, social skills, cultural awareness: dancing, music, arts, songs.

Lithuania

PE, use of digital tools for creating digital products; linguistic communication, social and organizational skills; History, Science, Physical education, Art, Literature; Foreign languages.

Italy



STUDENTS KEY COMPETENCIES

- Linguistic Communication: in official languages of region and in Foreign languages and English
- Mathematical competence and basic competences in science and technology; With contents related to project
- Digital competence; Using ICT tools for project
- Learning to learn; Preparing trekking and knowing all important contents related it
- Social and civic competences; Improve self-confidence and motivation of students
- Sense of initiative and entrepreneurship: organizing all infrastructure of excursion

Cultural awareness and expression. Knowing all heritage related to our region and trekking

Spain

- Cultural awareness and expression
- The activity has contributed to the training of competences as recommended by the European Parliament and also found in national law. It is about developing language communication
- Skills in the mother tongue and in foreign languages
- Making materials - developing digital skills

Romania

- Linguistic Communication. The students were able to increase their English Competence significantly. As all products (outcomes) were created and presented in the English language the students were able to apply the skills that they have been learning at school in real time. When the students met in person, each had to speak in English in order to be understood. All competencies increase: Reading, Listening, Speaking, Writing and Mediating. The students increased their self-confidence and are more apt to speak English in a new situation

Germany



- Mathematical competence and basic competences in science and technology; Related to the project, figuring out the route distance/time, using GPS systems, researching plants and monitoring weather reports

- Digital competence; IT skills related to the project, critical thinking and management skills (time and format). The students learned how to put together digital presentations, make films, load and share documents onto the internet and worked collaboratively with the other partners. All new forms of social media were also used throughout the project. The students were made aware of data security issues and acted accordingly, respecting new laws in the digital world

- Learning to learn; Students were given support by teachers and staff but had to come up with creative results in order to achieve the best results. The students had to overcome difficulties by working together and assisting each other in order to reach the goals of the activities. They worked together in many different cooperative learning forms. They had to share responsibilities and coordinate themselves which increased their abilities to work self-sufficiently. They have increased their organizational skills by coordinating deadlines, presentations and timelines

Social and civic competences; As one of our main goals was to talk about freedom, persecution and civic responsibilities, the student awareness has increased tremendously. By learning by example and researching the political situation of each of our partner countries in addition to their national heroes, students learned that democracy and freedom are rights that need to be defended. By analysing laws and civic movements the students no longer take freedom for granted. They have learned that they must take action and sacrifices must be made. They were motivated and moved by the mobilites and presentations in each country and shared their experiences at the school (increasing presentation skills and public speaking)

- Sense of initiative and entrepreneurship: Making and creating plans and executing processes related to the project. Students had to be aware of budget restrictions and had to budget accordingly. As we were working on the final product students had to come up with ideas of what would be a good product to sell on the open market. They had to organise and implement ideas (brainstorming)

- Linguistic Communication: Reading, Listening, Speaking, Writing and Mediating

- Mathematical competence and basic competences in science and technology. Related to the project, figuring out the route distance, time, using GPS systems, smart bracelets, researching plants and monitoring weather reports

- Digital competence. Used IT tools: Microsoft Office, Google drive, Google Docs, Prezzi,

Lithuania



ClassDojo, Photoshop, Sony Vegas, ClickClass, Smart notebook, Zoom, ActiveInspire, Grammarly, Google Translate, PDF viewer, Scratch, GIMP, Inkscape. Hiking programs: Hiking App, Google Fit, Endomondo, Sports Tracker GPS. Social Media: Facebook, Messenger, Skype, Instagram, Twitter, Whatsapp, Email, Youtube

- Learning to learn. Helped students to get self confidence, improved their organizational skills, gave them autonomy and increased their responsibility
- Social and civic competences. Improve self-confidence and motivation of students.
- Sense of initiative and entrepreneurship. Work tasks that allowed collaboration contributed to the development of civic and entrepreneurial skills
- Cultural awareness and expression: Knowing about heritage, encouraged life-long learning through travels

- Linguistic Communication in Italian as well as in English: the opportunity to interact with real persons in real situation let the students overcome their inhibition in using English for communication. So the students realized that they were more prepared and linguistically competent than they thought. This fact encouraged to find out any strategy to communicate and make themselves understood, but also let them be more self-confident and interactive also in class during lessons. In short the project activities got the students win the fear to make mistakes which is often one of the reason for which they do not want to use English in the class

- Mathematical competence and basic competences in science and technology; The students had the opportunity to calculate distances, time to reach the target places and also, to study maps, Moreover, during trekking the local mediterranean flora was studied with the Science teacher; they collected photos and produced albums

Digital competence: the students learned to use digital tools for schools, for example: shooting selecting and editing video by using free video editor; some others learned to create podcast by using their mobiles audio app and Audacity to edit the audio materials, digital presentation, processing data with excel, google apps;

Learning to learn; the students worked in a different way from the traditional one; in fact they worked in groups and in each group everyone had her/ his own tasks: (preparing the route/ questions/ doing research on the spot of the planned trekkings, taking photos, checking the progress of the work etc..) in each group there was a "leader" replaced by the remaining students during the school year; So this methodology helped students to get self confidence, improve their organizational skills, gave them autonomy and increased or even built their responsibility, as they were told by the teachers to respect the deadline for the accomplishment of their work because their punctuality had an impact on the partners work. It is also worthy to mention the fact that the topic and themes dealt with in the project interested the students and

Italy



made them curious to deepen their knowledge especially about the events related to the II world war that took place in their area

- Social and civic competences; The project gave the students the opportunity to become more responsible, interactive, creative and more collaborative: they worked in groups so everyone in the group had his/ her share of tasks according to their skills; so those who were more familiar with digital tools helped their mates in this task, while those who were more creative were in charge of taking care of the drawings or graphic part, while someone else was good at looking for information on different source to select and summarize the data, etc.. In this way everyone complemented one another and that enhanced their social skills. Moreover, learning about the world war events and all the suffering the people of that period had to endure made our students aware of the importance of some values such as peace, solidarity, equality and respect of rules as well as people whatever their beliefs and cultural backgrounds. Finally, during the mobilities students were hosted by their partner families and this experience let them appreciate their partner traditions, way of living, customs and local history, making the students more open minded, or for those who had some prejudice, the mobility experience let them get free from it

- Sense of initiative and entrepreneurship: again the opportunity for students to work in a more independent way promoted their self-confidence, critical thinking and made them able to take on responsibilities and initiatives in case of problems; they shared with teachers some organizational tasks and proved to be quite good at managing these issues: i.e. booking tickets, collecting and sharing information, managing the budget everyone was provided with the project etc..)

- Cultural awareness and expression. Getting to know the partners traditions, culture and interacting with them both online and face to face widened the students understanding of other people's culture. It was very fruitful to visit the partner countries where the students learned about the local historical events each partner country experienced. The differences but also the similarities were realized in terms not only of historical events but also in relation to food, folk traditions, art, educational systems, lifestyle; all this gave the students, all of them, not only those who participated in the mobilities, a better understanding of the different european cultures as well an increased sense of their being european citizens



EU DIMENSION

Our school has improved our international exposure and EU dimension knowing other realities and breaking stereotypes about Europe and other countries .

Spain

Active involvement in the Walking project brought to a special European cooperation, brought to the training of young people by knowing the social, cultural realities from which the European dimension in education results.

Romania

We were able to learn about the importance of freedom and democracy. We were able to establish a common identity, values and goals with our fellow European partners. We explored our common historical experiences and outcomes. We were able to reinforce our understanding of one each others special circumstances throughout history and the effects on modern times and the political struggles of today.

Germany

Breaking stereotypes about other countries, tolerance. Knowledge of democratic values. We learned about the importance of freedom and democracy, about EU citizens rights, obligations and responsibilities. Understanding and open minded towards other people's lifestyle and habits.

Lithuania

Our students have got knowledge and awareness of being EU citizens by reading about the democratic values included in the EU Charter of fundamental rights as well as the Maastricht and Amsterdam Treaty; they acquired a lot about the history of european integration. They also learned about our partner culture traditions and history making them more understanding and open minded towards other people's lifestyle and habits.

Italy



CONCLUSION

Our two year project "WALKING THE LINE" is finished.

Five schools from different places of Europe (Catalonia -Spain-, Germany, Italy, Romania, and Lithuania) worked through the possibilities of paths suitable for trekkings/hiking and outdoor activities in their countries along with the mobilities, fulfilling the whole objectives of the project.

Every physical activity in outdoor settings was strongly related to historical events. In fact in each partner country the hiking took place along paths walked by local partisans who struggled against the XX century dictatorships oppressing local people, so that the partners learned about their country history as well as their partners'.

The result of combining physical activities in historical settings let our students and our educational community to become aware of the importance of the fundamental values of human coexistence: freedom, mutual respect among people with different identities, culture, roots, religion and habits, but also physical well-being. Moreover, by learning the past events in the settings where events happened helped our students to develop a stronger sense of citizenship and their belonging to their country as well as to the European community. The project focused on history with the aim of getting our students understand the present in order to become active actors of a better future society able to prevent the past sufferings and atrocities from being repeated.



WALKING THE LINE

